DOCUMENT RESUME

ED 205 766 CE 029 775

AUTHOR Dyrenfurth, Michael J.; Dunlap, William S.
TITLE Local Administrators Planning Handbook. Final Report.
INSTITUTION Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
SPONS AGENCY Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE 30 Jun 81
NOTE 38p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; Administrator Characteristics; *Administrator Guides; Educational Needs; *Educational Planning; Guidelines; Literature Reviews; *Material Development; *Needs Assessment; Program Implementation; Questionnaires; *School Districts; State Surveys; Statewide Planning; *Vocational Education; Workshops
IDENTIFIERS Missouri

ABSTRACT

As part of a project to develop a planning guide to assist local vocational education administrators in improving their planning efforts, a needs assessment questionnaire was developed to identify the degree of need for assistance in planning activities. Two hundred sixty-four Missouri local vocational administrators completed the pilot-tested survey, which was designed to collect data on eight major planning needs areas: establishing local vocational goals and objectives, acquiring and using external and internal data for planning, analyzing the costs and benefits of vocational program activities, identifying resources available to institutions, using data in short- and long-term planning, engaging in specialized planning to meet accountability, compliance mandates, establishing effective working relationships with various organizations in planning; and administrator personal and situational characteristics (academic attainment, administrative and teaching experience, other work experience, and institutional type). After incorporating survey findings and data from a literature review, a draft planning guide was written and field tested. (The survey instrument and breakdowns of survey responses according to administrator background variables are appended.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205766

FINAL REPORT

LOCAL ADMINISTRATORS PLANNING HANDBOOK
(RFP 81-131-600-1)

Michael J. Dyrenfurth
William S. Dunlap

Practical Arts and Vocational-Technical Education
University of Missouri-Columbia
Columbia, Missouri

June 30, 1981

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Lunde

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Missouri Department of Education
Research Coordinating Unit
Jefferson City, Missouri

"The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred."

CE029775

ABSTRACT

The purpose of this project was to develop a planning guide to assist local vocational education administrators in improving their planning efforts. The guide was developed to address the planning needs of all institutions delivering vocational education programs.

The population for this project consisted of Missouri's local administrators of vocational education as found during the 1980-81 school year. Because of the size of the total population and the expected rate of return, the entire population was sampled, excluding those subjects who participated in the pilot study.

From a review of related literature and assistance from two project advisory committees, a needs assessment questionnaire was developed to identify the degree of need for assistance in planning activities of local vocational administrators. Results of the responding administrators were analyzed and greater emphasis was placed on those major categories of planning activities receiving the highest rank in need for assistance in developing the planning guide.

Based on the results of this study, the following conclusions are made:

1. There is a significant difference in the planning needs experienced by local vocational administrators in comprehensive high schools, from those in area vocational technical schools, with those in area schools experiencing a higher degree of need for assistance in planning activities.

2. As vocational enrollments increase, there is an increase in the degree of need for assistance in planning experienced by local vocational education administrators.

3. Local administrators of vocational education associate planning primarily with program expansion rather than as an administrative process.

4. Planning is not a high priority of administrative duties among local vocational education administrators.

A series of four regional workshops were conducted to introduce local vocational administrators to the planning guide. Twenty additional local administrators selected by the Director of Vocational Planning of Career and Adult Education were selected to review the guide. Analysis of the evaluation of the guide by these two groups was favorable.

Based on the results and findings of this project, it is recommended that: 1) additional workshops be conducted to introduce local administrators to this guide, and 2) the Division of Career and Adult Education incorporate some analyses and procedures from this guide into their funding decision process in an effort to reward institutions that implement a quality planning system.

3.A. Statement of the Problem

Since area vocational school directors, occupational deans in community junior colleges, and local vocational administrators in comprehensive high schools had expressed interest in improving their planning efforts, and since the Education Amendments of 1976 (94-482) placed considerable emphasis on planning at the local and state levels, a priority was placed on developing a guide to assist in the planning process. This became the purpose of the project.

3.B. Objectives

Objective One: To carefully review the existing literature and documented practice in local planning.

A search of literature dated between 1970 and 1980 was conducted in January 1980 by means of a computerized ERIC and DATRIX search. The key descriptors used were: Local Vocational School Planning, Junior College Vocational Planning, Local Vocational School Needs Assessment, and Junior College Needs Assessment. A second computerized ERIC and DATRIX search was conducted in October 1980 using the same key descriptors to identify any publications listed since January 1980, and together 180 documents were identified. Other sources of information were resource materials available at the Ellis Library, University of Missouri-Columbia, discussions with selected University of Missouri-Columbia Practical Arts and Vocational Technical Education faculty with expertise in planning, conversations with key Missouri Department of Elementary and Secondary Education personnel, discussions with the Executive Director of Missouri's State Advisory Council for Vocational Education, and consultation with the Research Coordinator for the National Advisory Council for Vocational Education. Additionally, the vocational divisions of the other 49 state education departments were surveyed to solicit a copy of their planning handbooks for vocational education.

Objective Two: To conduct a needs assessment with the specific populations that represent the ultimate users of the project's deliverables.

A needs assessment of local vocational administrators in Missouri was conducted. See 3.C. for further details.

Objective Three: To insure continuous and direct contact with user groups.

Objective Four: To solicit input from representative local administrators.

Objectives three and four were met through the project advisory committees, by means of communications with nominated exemplars, and through the needs assessment survey.

Objective Five: To evolve a planning model that provides for the situation, compliance, economic, and demand variables necessary for effective and efficient operation.

Objective Six: To outline a set of procedures that realistically enable local administrators to implement each planning model component.

Objective Seven: To develop a handbook that transmits the project's outcomes in an effective manner.

Achievement of objectives five, six and seven was accomplished through the development of the Local Vocational Administrators Planning Guide.

Objective Eight: To conduct a field review of the handbook by key practitioners.

A field review of the first draft guide was conducted with 12 practitioners, members of both advisory committees, and selected state department personnel in the Division of Career and Adult Education (C & AE).

In addition, after revisions were made of the first draft guide, a workshop draft edition was evaluated by administrators who attended the regional workshops and 20 local administrators selected by C & AE's supervisor of vocational planning.

Objective Nine: To keep the Division of Career and Adult Education project monitor regularly informed of the project's progress.

The project monitor was regularly informed of the project's progress through the quarterly reports, by inviting her to all advisory committee meetings, and periodic communication via telephone, visitations by members of the project team to Jefferson City, and visitations of the project monitor to Columbia.

Objective Ten: To conduct four workshops that will inform local vocational administrators and encourage them to infuse the recommended planning processes into their day-to-day functions.

Four regional workshops were conducted by members of the project team in Kansas City, Columbia, St. Louis, and Springfield. Details of the workshops are found in the appendix.

Objective Eleven: To produce and distribute 600 copies of the handbook to Division of Career and Adult Education identified personnel.

The Local Vocational Administrators Planning Guide was distributed to local vocational administrators in the following manner:

- Copies were made available to those in attendance at the administrators conference in August 1981 in Jefferson City.
- Copies were mailed to comprehensive high school superintendents from districts with large enrollments who were not in attendance at the August administrators conference.
- Copies were mailed to all area vocational technical schools and community junior colleges in Missouri.
- All members of the Missouri State Advisory Council for Vocational Education received a copy.
- All members of the project Steering Committee and Articulation and Compliance Committee were mailed a copy.
- The Directors of Vocational Planning for all states were mailed a complimentary copy.

3.C. Population

Population

The population for this study consisted of Missouri's local administrators of vocational education programs as found during the 1980-81 school year. The Career and Adult Education Division of Missouri's Department of Elementary and Secondary Education records indicated there were 478 local administrators in Missouri's area vocational technical schools, comprehensive high schools, and community junior colleges. Additionally, because of their unique nature, namely that of offering a large number of reimbursed vocational programs, Missouri Western and Missouri Southern State Colleges were included in the population.

Selection of a Sample

Because of the size of the total population, and the expected return rate, the entire population was sampled, excluding those subjects who participated in the pilot study.

3.D. Conclusions and Recommendations

Conclusions

1. There is a significant difference in the planning needs experienced by local vocational administrators in comprehensive high schools, from those in area vocational technical schools, with those in area vocational technical schools experiencing a higher degree of need for assistance in planning activities.

2. As vocational enrollments increase, there is an increase in the degree of need for assistance in planning experienced by local vocational education administrators.

3. Local administrators of vocational education associate planning primarily with program expansion rather than as an administrative process.

4. Planning is not a high priority of administrative duties among local vocational education administrators.

Recommendations

1. That additional workshops be conducted to introduce and promote use of planning guides to the local vocational administrators.

2. That the Division of Career and Adult Education incorporate some analyses and procedures from the guide into their funding decision process in an effort to reward institutions that implement a quality planning system.

Procedures

Two panels of advisors were assembled to aid in the development of this project. One panel selected was composed of individuals from each state agency mandated to be involved in planning activities of vocational education programs by PL 94-482. This panel was identified as the Articulation and Compliance Committee. A second panel was composed of nominated expert practitioners of vocational education program planning. They represented comprehensive high schools, area vocational technical schools, and community junior colleges from both rural and urban areas of Missouri. This panel was designated as the Steering Committee. Members of the Articulation and Compliance panel and the Steering panel are listed in Appendices A and B respectively.

Nominations of individuals invited to serve on each of the two panels were solicited from five sources. Those sources were: faculty members from the Department of Practical Arts and Vocational Technical Education, College of Education, University of Missouri-Columbia; the Coordinator of Vocational Planning and Supervisor of the Research Coordinating Unit, Division of Career and Adult Education, Missouri Department of Elementary and Secondary Education; the Executive Director of the Missouri State Advisory Council on Vocational Education; and the President of the Missouri School Superintendents Association.

The two project committees met three times during the year with the project staff. The first two meetings with the project committees were held separately, however agendas for each committee were similar. The first meeting served to introduce committee members to the objectives of the project and to

solicit input for the development of a needs assessment instrument to survey local vocational administrators' perceived planning needs. The second meeting with the project committees was held for the following purposes:

1. To finalize the needs assessment survey instrument
2. To provide committee members with a review of the literature on planning
3. To provide committee members with the overall planning model
4. To solicit names of exemplars from committee members for field review of the planning guide

Following these meetings, the needs assessment survey instrument was pilot-tested with local administrators from a straited sample of one-eighth of the population of area vocational technical schools, comprehensive high schools, and community junior colleges. Two reliability tests were calculated on the pilot instrument to ensure its reliability.

After this process, the final instrument was developed, approved by the supervisor of the Research Coordinating Unit and mailed to all local vocational administrators excluding those who participated in the pilot test. A copy of the needs assessment instrument is found in Appendix C. Nearly 69% of the instruments were completed and returned. This resulted in (246), or 59% of the population, usable responses.

In addition to the planning needs, seven personal and situational characteristics were collected for each respondent. Those characteristics included: academic attainment, administrative and teaching experience, work experience outside education, and institution type. Data for the variables of school enrollment and community population of the local vocational education administrators were obtained from the Vocational Education Data System (VEDS), and the 1980 United States Census Report respectively. A summary of the frequency distribution and percentages of academic attainment and institution type of the respondents is found in Appendix D. Frequency distributions, percentages, means, and standard deviations of the remaining personal and situational characteristics are summarized in Appendix E.

Analysis of Local Vocational Administrators' Planning Needs

Through the literature review and input from the two project committees, the needs assessment survey contained the following eight major categories of planning activities:

1. Establishing local vocational goals and objectives

2. Acquiring external and internal data for planning

3. Using external and internal data for planning

4. Analyzing the cost and benefits of the activities involved in a vocational program

5. Identifying resources available to institutions

6. Using information from activities 1-5 in short-term and long-range planning

7. Engaging in specialized planning to meet accountability/compliance mandates

8. Establishing effective working relationships with various organizations in planning

To assess the magnitude or degree of need for assistance in planning, a four-point scale, ranging from a "high" to "none" degree of need for assistance in planning activities, was added to each statement in the questionnaire.

Appendix F provides the mean scores and rank of the major categories of planning activities of the combined respondents. It also provides a breakout of need by type of institution. The mean scores for each individual planning activity (as found within each major category) by type of institution and overall population is found in Appendix G.* These results were taken into consideration in developing the planning guide by placing greater emphasis on those major categories receiving the highest rank.

After incorporating these findings along with those of the review of the literature, a draft planning guide was written. This guide was then field tested with a stratified sample of 1) key state department personnel from the Division of Career and Adult Education, 2) members of both project committees, and 3) ten exemplary local administrators nominated by the project committees.

The results of the field review were shared in a joint meeting of both advisory committees with the project staff.

---

*A statistical analysis of the relationship between selected personal and situational characteristics of the local vocational administrators and their need for assistance in planning activities is found in Appendix H.

Further refinements were made to all sections of the planning guide. This resulted in a streamlined workshop draft.

Announcements of four regional workshops for dissemination of the planning guide were mailed to approximately 200 local vocational program administrators. Each individual who attended the workshop was given an evaluation form to critique the workshop draft of the guide. In addition, 20 local administrators, selected by the Director of Vocational Planning, Division of Career and Adult Education, received mailed workshop drafts and evaluation forms. Results of these responses are found in Appendix I. Suggestions from these sources were also incorporated into the final edition of the vocational planning guide.

A proof copy of the guide was submitted to the supervisor of the RCU and to the Director of Vocational Planning. Permission was subsequently received from the project monitor to print and deliver 600 copies of the planning guide.

APPENDIX A

Articulation and Compliance Committee

Mr. David Harriman, Director
Vocational Planning
Department of Elementary and
Secondary Education

Ms. Kay Raithel, Director
Missouri Occupational Information
Coordinating Committee

Mr. Frank Lloyd, Director
Personnel and Training
Division of Vocational Rehabilitation
Department of Elementary and
Secondary Education

Mr. Marion Starr, Supervisor
Career Education
Department of Elementary and
Secondary Education

Mr. Miles Beachboard, Director
Vocational Special Needs Programs
Department of Elementary and
Secondary Education

Mr. Tom Righthouse
Chief, Research and Analysis
Missouri Division of Employment
Security

Mr. Allen Kelsay, Assistant Director
Research Coordinating Unit
Department of Elementary and
Secondary Education

Ms. Georganna Hargadine, Director
Special Vocational Services
Department of Elementary and
Secondary Education

APPENDIX B

Steering Committee

Mr. Layton Clay
Assistant Director of Instruction
Special School District--St. Louis

Dr. Ralph Beacham, Director
Cass County Area Vocational School

Mr. Albert Wood, Assistant Principal
Curriculum and Instruction
Kansas City Technical Education Center

Ms. Betty Duvall
Dean of Instruction
St. Louis Community College at
Florissant Valley

Ms. Charlene Schillie
Vocational and Adult Supervisor
Moberly Junior College

Dr. Chester Boren
Superintendent of Schools
Centralia

Mr. Samuel Harbin
Superintendent of Schools
Sikeston

Mr. Gordon Kutscher
Executive Director
Missouri Advisory Council on
Vocational Education

Mr. David Harriman, Director
Vocational Planning
Department of Elementary and
Secondary Education

APPENDIX C

"The activity which is the subject of this questionnaire is supported in whole or in part by funds from the Depa: ment of Elementary and Secondary Education, Division of Career and Adult Education. However, opinions expressed herein do not necessarily reflect position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education and no official endorsement should be inferred."

LOCAL VOCATIONAL ADMINISTRATORS
PLANNING ACTIVITIES NEEDS ASSESSMENT QUESTIONNAIRE
All Information is Confidential

DEMOGRAPHIC DATA:

Position Title _____

Highest Degree Held _____

Years of administrative experience _____

Years of teaching/counseling experience _____

Years of work experience outside education ____

TYPE OF INSTITUTION:

____ Area Vocational-Technical School

____ Comprehensive High School

____ Community/Junior College

INSTRUCTIONS

Please indicate *the degree of need that you or your school have for assistance with each of the listed vocational planning activities* by marking an *X* in the appropriate column to the right of each planning activity.

EXAMPLE: If you feel you or your school has a *High Degree of Need for Assistance* in *Establishing Local Vocational Goals, Objectives and Priorities*, you would place an *X* in the High column just to the right of the Planning Activity Statement.

INDICATE YOUR DEGREE OF NEED FOR ASSISTANCE BY MARKING AN *X* IN THE APPROPRIATE COLUMN.

PLANNING ACTIVITY STATEMENT	DEGREE OF NEED FOR ASSISTANCE			
	High	Medium	Low	None
1. *Establishing* local vocational *goals, objectives,* and *priorities.*				
2. *Acquiring* external and internal *data* for:				
A. Identification of employer/labor needs				
B. Identification of population needs				
C. Documentation (descriptive data) of existing programs and services				
D. Evaluation of existing programs and services				

INDICATE YOUR DEGREE OF NEED FOR ASSISTANCE BY MARKING AN *X* IN THE APPROPRIATE COLUMN.

DEGREE OF NEED FOR ASSISTANCE

	High	Medium	Low	None
3. *Utilization* of external and internal *data* (from identified labor, employer and population needs; from documentation of existing programs; and from the evaluation of existing programs and services) for purposes of *Justifying:*				
A. The establishment of new programs				
B. Continuation of programs				
C. The modification of programs				
D. The elimination of programs				
4. *Analyzing* the *cost* and *benefits* of:				
A. Instructional programs				
1. Staffing (teachers)				
2. Staff development				
3. Program development				
4. Consumable instructional supplies and materials				
B. Administration				
C. Facilities and equipment				
D. Student organizations				
E. Public relations				
F. Guidance and counseling				
G. Placement and follow-up				
H. Ancillary services (includes maintenance, custodial and other support personnel)				
I. Advisory committees				
J. Student recruitment and selection				

INDICATE YOUR DEGREE OF NEED FOR ASSISTANCE BY MARKING AN *X* IN THE APPROPRIATE COLUMN.

	DEGREE OF NEED FOR ASSISTANCE			
	High	Medium	Low	None
5. *Identification* of *resources* (money, equipment, assistance, etc.) available from:				
A. Local sources				
B. State sources				
C. Federal sources				
6. Using information from planning activities 1-5 in *achieving* short-term (annual) and long-range *planning* of:				
A. Instructional programs				
1. Staffing				
2. Staff development				
3. Program development				
B. Administration				
C. Facilities and equipment				
D. Student organizations				
E. Public relations				
F. Guidance and counseling				
G. Placement and follow-up				
H. Ancillary services (includes maintenance, custodial and other support personnel)				
I. Advisory committees				
J. Student recruitment and selection				
7. Specialized *planning to meet* local, state and federal *accountability/compliance mandates* in the areas of:				
A. Finance (e.g., matching, excess cost, etc.)				
B. Equity (e.g., male/female representation, ethnic enrollment, instructional materials, etc.)				
C. Special Needs (e.g., disadvantaged, gifted, handicapped, limited English, etc.)				

INDICATE YOUR DEGREE OF NEED FOR ASSISTANCE BY MARKING AN *X* IN THE APPROPRIATE COLUMN.

8. *Establishment of effective* working *relationships* with:

	DEGREE OF NEED FOR ASSISTANCE			
	High	Medium	Low	None
A. Business/Industry				
B. Labor				
C. Participating school districts/boards				
D. Your own institution's governing board				
E. Missouri Department of Elementary and Secondary Education				
F. Missouri Department of Higher Education				
G. CETA delivery system				

Comments or suggestions of other activities with which you need assistance.

_____

_____

_____

To increase the usefulness of the handbook, we are considering the inclusion of some general information appendices. Please indicate which of the following planning aids would be useful to you and your institution by circling the appropriate column.

YES NO 1. A listing of all of the vocational programs available in Missouri with cross-referencing by institution.

YES NO 2. A state map showing vocational schools, community colleges, Department of Elementary and Secondary Education regions.

YES NO 3. A listing of DESE, CETA, and C&AE forms and dates when they are to be submitted.

YES NO 4. A list of key resource personnel and agencies of assistance in local planning.

YES NO 5. A bibliography of key planning documents, references, and information sources.

Other items/references recommended for inclusion: _____

_____

_____

APPENDIX D

Academic Attainment and Institution Type of the Respondents (N = 246)

Variable	Frequency (N)	Percent
Academic Attainment		
Bachelors	5	2.03
Masters	111	45.12
Specialists	80	32.52
Doctorate	50	20.33
Institution Type		
Comprehensive High School	177	71.95
Area Vocational Technical School	53	21.54
Community Junior College	16	6.51

APPENDIX E

Summary of Administrative and Teaching Experience, Work Experience Outside Education, Enrollments, and Community Populations of the Respondents (N = 246)

Variable	Frequency (N)	Percent	Mean ($\bar{x}$)	Standard Deviation
School Vocational Education Enrollment			860	1643.45
Under 100	28	11.39		
100- 299	86	34.96		
300- 499	40	16.26		
500- 999	38	15.44		
1,000- 1,499	23	9.35		
1,500 and over	31	12.60		
Community Population			26,140	107088.61
Under 500	34	13.82		
500- 1,499	55	22.36		
1,500- 2,999	34	18.29		
3,000- 4,999	24	9.76		
5,000- 9,999	28	11.38		
10,000-19,999	21	8.54		
20,000-49,999	22	8.94		
50,000 and over	17	6.91		
Administrative Experience			12.15	8.31
Less than 2 years	22	8.94		
2 - 5 years	31	12.61		
6 - 10 years	46	19.51		
Over 10 years	145	58.94		

Variable	Frequency (N)	Percent	Mean ($\bar{x}$)	Standard Deviation
Work Experience Outside Education			4.74	4.36
Less than 2 years	48	19.51		
2 - 5 years	129	52.44		
6 - 10 years	32	13.01		
Over 10 years	37	15.04		
Teaching/ Counseling Experience			10.01	8.02
Less than 2 years	9	3.66		
2 - 5 years	76	30.89		
6 - 10 years	62	25.21		
Over 10 years	99	40.24		

APPENDIX F

Degree of Need for Assistance for Major Planning Categories

	Comprehensive High Schools N=177		AVTS N=53		Community Junior College N=16		Total Group N=246	
	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank
1. Establishing local vocational goals & objectives	2.83	3	2.91	6	2.74	5	2.84	4
2. Acquiring internal & external data for planning	2.86	2	3.13	3	3.23	2	2.94	2
3. Using internal & external data for planning	2.70	5	2.99	5	2.95	4	2.78	5
4. Analyzing the cost & benefits of act involved in a vocational program	2.67	6	2.85	8	2.64	7	2.70	7
5. Identifying resources available to institutions	3.05	1	3.35	1	3.36	1	3.13	1
6. Using information from activities 1-5 in short-term & long-range planning	2.65	7	3.01	4	2.49	8	2.72	6
7. Engaging in specialized planning to meet account/compliance mandates	2.83	4	3.26	2	3.06	3	2.93	3
8. Establishing effective working relationship with various organizations	2.58	8	2.91	7	2.69	6	2.66	8
Grand $\bar{x}$	2.77		3.05		2.90		2.84	

APPENDIX G

Mean Scores of Degree of Need for Assistance in Planning Activities by Type of Institution and Combined Responses

PLANNING ACTIVITY STATEMENT	Combined responses N=246 $\bar{x}$	AVTS N=53 $\bar{x}$	Comprehen. High School N=177	Community Junior Coll. N=16
1. *Establishing* local vocational *goals, objectives,* and *priorities.*	2.84	2.91	2.83	2.74
2. *Acquiring* external and internal *data* for:				
A. Identification of employer/labor needs	3.19	3.43	3.10	3.44
B. Identification of population needs	3.02	3.27	2.91	3.38
C. Documentation (descriptive data) of existing programs and services	2.73	2.83	2.68	3.00
D. Evaluation of existing programs and services	2.82	2.97	2.74	3.13
3. *Utilization* of external and internal *data* (from identified labor, employer and population needs; from documentation of existing programs; and from the evaluation of existing programs and services) for purposes of *Justifying:*				
A. The establishment of new programs	2.94	3.09	2.86	3.31
B. Continuation of programs	2.83	2.98	2.79	2.81
C. The modification of programs	2.90	3.06	2.85	2.94
D. The elimination of programs	2.44	2.81	2.30	2.75

	Combined responses N=246 $\bar{x}$	AVTS N=53 $\bar{x}$	Comprehensive High School N=177	Community Junior College N=16
4. *Analyzing* the *cost* and *benefits* of:				
A. Instructional programs				
1. Staffing (teachers)	2.74	2.77	2.74	2.63
2. Staff Development	2.78	2.79	2.75	3.06
3. Program development	2.97	3.06	2.96	2.81
4. Consumable instructional supplies and materials	2.59	2.49	2.63	2.56
B. Administration	2.50	2.58	2.47	2.50
C. Facilities and equipment	2.72	2.72	2.73	2.56
D. Student organizations	2.46	2.74	2.38	2.44
E. Public relations	2.83	3.10	2.78	2.56
F. Guidance and counseling	2.74	2.85	2.73	2.50
G. Placement and follow-up	2.98	3.11	2.97	2.75
H. Ancillary services (includes maintenance, custodial and other support personnel)	2.41	2.73	2.33	2.33
I. Advisory committees	2.66	2.91	2.58	2.69
J. Student recruitment and selection	2.78	3.25	2.63	2.88
5. *Identification* of *resources* (money, equipment, assistance, etc.) available from:				
A. Local sources	2.90	3.13	2.80	3.19
B. State sources	3.24	3.43	3.16	3.38
C. Federal sources	3.26	3.47	3.17	3.52

	Combined responses N=246 $\bar{x}$	AVTS N=53 $\bar{x}$	Compre. High Sch. N=177	Community Jr. Coll. N=16
6. Using information from planning activities 1-5 in *achieving* short-term (annual) and long-range *planning* of:				
A. Instructional programs				
1. Staffing	2.70	2.83	2.66	2.64
2. Staff development	2.87	3.11	2.80	2.81
3. Program development	2.94	3.19	2.88	2.81
B. Administration	2.55	2.84	2.47	2.38
C. Facilities and equipment	2.78	3.02	2.73	2.50
D. Student organizations	2.49	2.75	2.44	2.19
E. Public relations	2.83	3.21	2.76	2.31
F. Guidance and counseling	2.74	2.92	2.72	2.38
G. Placement and follow-up	2.94	3.28	2.87	2.56
H. Ancillary services (includes maintenance, custodial and other support personnel)	2.39	2.73	2.32	2.06
I. Advisory committees	2.63	3.00	2.53	2.56
J. Student recruitment and selection	2.73	3.19	2.59	2.69
7. Specialized *planning to meet* local, state and federal *accountability/compliance mandates* in the areas of:				
A. Finance (e.g., matching, excess cost, etc.)	3.15	3.51	3.04	3.19
B. Equity (e.g., male/female representation, ethnic enrollment, instructional materials, etc.)	2.70	2.98	2.60	2.94
C. Special Needs (e.g., disadvantaged, gifted, handicapped, limited English, etc.)	2.95	3.30	2.83	3.06
8. *Establishment of effective* working *relationships* with:				
A. Business/Industry	3.06	3.30	2.97	3.25
B. Labor	2.97	3.14	2.89	3.26
C. Participating school districts/boards	2.62	2.94	2.52	2.56
D. Your own institution's governing board	2.39	2.72	2.32	2.00
E. Missouri Department of Elementary and Secondary Education	2.73	2.98	2.66	2.63
F. Missouri Department of Higher Education	2.38	2.46	2.34	2.56
G. CETA delivery system	2.51	2.85	2.41	2.56

APPENDIX H

Maximum R^2 Analysis of Degree of Need for Assistance in Planning Activities and Personal and Situational Characteristics

The maximum R^2 multiple regression analysis was used to identify relationships between need for assistance in planning activities and selected personal and situational characteristics of the local vocational administrators. Because of the small sample (N = 16) community junior college vocational administrators were not included in the analysis.

The analysis yielded a significant relationship between the situational characteristics of type of institution and population of community in which the school was located and degree of need for assistance in planning activities. Administrators from area vocational technical schools experienced a higher degree of need for assistance in planning activities than comprehensive high school administrators. The degree of need for assistance in planning activities was also found to increase as the community population increased.

Maximum R^2 Analysis

Predictor Variable	Step Number	Partial Regression Coefficient (b)	R^2	F
Type of Institution	1	-13.477	0.047	11.27*
Type of Institution	2	-11.400	0.061	7.55*
Size of Community		0.000		3.41*
Administrative Experience	3	- 0.326	0.071	2.44
Type of Institution		-10.789		6.75
Size of Community		0.000		3.84

*$p < .1$

The predictor variable is the independent variable, or combination of independent variables utilized in the analysis. The step number indicates the number of steps involved in the analysis. The partial regression coefficient (b) is the sample regression coefficient, and R^2 is the squared multiple correlation of the sample. The F value is the ratio of the regression mean square to the error mean square.

APPENDIX I

VOCATIONAL PLANNING GUIDE FEEDBACK FORM

Workshop Location: Kansas City St. Louis Columbia Springfield
(Circle one)

Your Position Title _____

Type of School
10 AVTS
2 Comprehensive High School
3 Community College

Location of School
6 Urban
3 Suburban
3 Rural

School Enrollment _____

Years of Education Administrative/Supervisory Experience _____

Please rate each of the following statements and add such explanatory remarks as would be useful.

$\bar{x}$ 4.8

1. The purpose behind the Guide is clear:

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Why did you assign this rating?

$\bar{x}$ 4.6

2. The planning process outlined in the Guide is practical:

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Why did you assign this rating?

$\bar{x}$ 4.2

3. The Guide will be useful to me:

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Why did you assign this rating?

4. Please indicate your assessment of the overall usability and helpfulness of each of the Guide's major chapters:

$\bar{x}$ 4.4

A. Establishing Vocational Educations Role

Very useful 6 5 4 3 2 1 Not useful

Why?

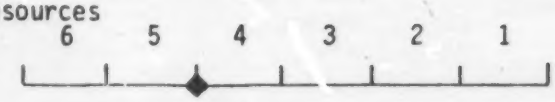
$\bar{x}$ 5.8

B. Securing Planning Information

Very useful 6 5 4 3 2 1 Not useful

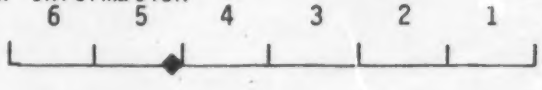
Why?

$\bar{x}$ 4.5 C. Accessing Resources



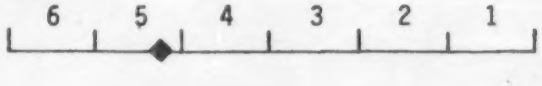
Why?

$\bar{x}$ 4.6 D. Acting on Your Information



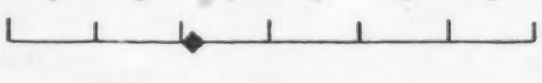
Why?

$\bar{x}$ 4.7 E. Planning for Legislative Compliance



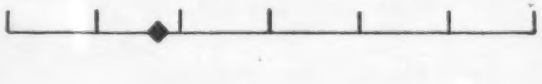
Why?

$\bar{x}$ 4.4 F. Establishing Working Relationships



Why?

$\bar{x}$ 4.7 G. Finding Additional Information and Help



Why?

5. What planning needs do you encounter that <u>were not</u> specifically addressed in the <u>Guide</u>?

6. What additions would strengthen (i.e., make more useful) this <u>Guide</u>?

Comments under question number one - The purpose behind the Guide is clear

1A -
1B The guide outlines a step by step process
1C Opening remarks clearly state the book is a guide not a device of mandate
1D -
1E Pg 1-4
1F -
1G -
1H -
1I -
1J Reviewed it at the seminar and I found it easy to follow
1K -
1L -
1M It provides valuable assistance and guidance to the local administration
1N It's clear in the guide. But I'm afraid too many people associate planning with expansion. Witness the attendance at the workshop.

Comments under question number two - The planning process outlined in the Guide is practical

2A Takes much time
2B The guide outlines a step by step process
2C All sources are listed - extremely explanatory. Possibly needs to be more concise.
2D -
2E I believe it will be
2F -
2G -
2H -
2I -
2J Find it realistic for our local purpose
2K -
2L -
2M It appears to be practical although I have not utilized the process.
2N It does not pretend to be the planning guide but rather a planning guide.

Comments under question number three - The Guide will be useful to me

3A Good information
3B I^ will be a good reference and check system to determine if elements have been overlooked.
3C New to overall scheme of voc. ed. Should save time, by having ideas in one book.
3D IT is a "cook book" of ideas, a practical resource.
3E -
3F -
3G Not enough space to list all reasons.
3H -
3I -
3J As Ihelp with O'Fallon's evaluation in 1981-1982.
3K -
3L -
3M A review highlights helpful data not previously available in my office.
3N -

Comments under question number four - Please indicate your assessment of the overall usability and helpfulness of each of the Guide's major chapters

Part A. - Establishing Vocational Educations Role

4A Most know
4B Most of us don't do this until we are about to be evaluated by DESE.
4C Some is common sense but momentum is gained in planning and verbalizing roles.
4D -
4E Will be determined with use.
4F -
4G -
4H -
4I -
4J We are an established institution and with a court order not much room for flexibility.
4K -
4L -
4M Most of the goals we have are consistent with state and federal goals.
4N -

Part B. - Securing Planning Information

4A All information in our guide
4B Most of us do not plan adequately.
4C Good source reference.
4D -
4E Should be
4F -
4G -
4H -
4I -
4J Sources I was not aware of previously.
4K -
4L -
4M Local administrators not currently in school are not always able to keep up-to-date on info available. We are crisis oriented!
4N References to resource material.

Part C. - Accessing Resources

4A Good info
4B It will cause me to be sure that all resources are considered.
4C Charts good and usable
4D -
4E -
4F -
4G -
4H -
4I -
4J Here again some resources unfamiliar to me.
4K -
4L -
4M Would be very helpful to the new administrator.
4N -

Part D. - Acting on Your Information

4A Other factors inter in
4B Will help organize the large amount of info that is usually gathered.
4C Good to be always aware of National and State goals.
4D -
4E -
4F -
4G -
4H -
4I -
4J Good, concise review for operating procedure.
4K -
4L -
4M Presents a process that can be adapted locally which we did not have.
4N -

Part E. - Planning for Legislative Compliance

4A -
4B Will help ensure compliance if the guide is used.
4C Seems cut and dried.
4D -
4E -
4F -
4G -
4H -
4I -
4J Good information and I understand it but I wonder if more detail might be needed for someone new to vocational education.
4K -
4L -
4M Very useful for organizing new programs and orienting new staff.
4N So often overlooked.

Part F. - Establishing Working Relationships

4A -
4B If suggestions are followed, relationships will be forthcoming.
4C Section on community support should be expanded in this "over programmed" era.
4D -
4E Need a few pages concerning interpersonal relationships among staff, administration, district (etc.).
4F -
4G In many schools director would not last long if he followed your suggestions with Board.
4H -
4I -
4J Locally we need a stronger link between community based and area schools and sending schools.
4K -
4L -
4M Good information, but not as unique as other sections.
4N -

Part G. - Finding Additional Information and Help

4A Very good list
4B Excellent resource suggestions.
4C Crowded - more space for notes if this is really a working tool.
4D -
4E -
4F -
4G -
4H -
4I -
4J New sources (updated sources)
4K -
4L -
4M Resource data is always helpful.
4N Listing of additional resources extremely helpful.

Comments under question number five - What planning needs do you encounter that were not specifically addressed in the Guide

5 A Very little
5B None that I can think of
5C None - seems very complete
5D -
5E -
5F None at this time
5G -
5H None
5I Personal reaction to book utilization
5J None
5K Staffing
5L -
5M Trained staff!
5N -

Comments under question number six - What additions would strengthen (i.e., make more useful) this Guide?

6A Good - overall
6B A section on developing a proposal to add a program or expand an existing area of study. A sample proposal could be provided.
6C 1. Indexing tabs
2. Some areas could be more concise
3. Thought could be given to amount of time an efficient LVA would spend on various areas.
4. Legislative advocacy names and addresses.
6C -
6E Maintaining strong youth organizations, VICA, etc. Curriculum development. Usually procedures and evaluation steps are weak in many area schools Staff development - service - interpersonal relationships.
6F Does at this time
6G Include some outlines of what should be included in a good placement program, a good vocational guidance program, a step by step exploration of how to write a proposal for instituting a state program. A sam;le of what is needed from page 19 of handbook for vocational evaluation.
Continued on next sheet.....

Question number 6

6G Cont...

Perhaps other people are not as dense as I but I see no help whatever for me in this book and see it as being very confusing to a new director. If a director completed all the charts, etc., shown as requested in this he would hve very little time to administer a program.

Why is "H" did you not get 3-5 good directors on the steering committee?

The "Handbook for Voc Ed in Mo" published in 1974 is much more helpful. In my opinion this will be another publication that will sit in our bookshelves gathering dust.

With the shortage of State funds the money spent for this could have served a better purpose if it would hvae been placed in travel budget for Program Directors and Supervisors who would be in schools occassionally to sit down with an administrator and discussed a problem if one existed.

6H I think the Guide is good if it is used! The information it produces is just what one needs to do. Once it has been completed, fine but finding the time to do it all is going to be tough.

6I Specificity in most areas.

6J My only suggestion would be to update the guide frequently and keep the advisory groups for input.

6K More explanation of flexibility of usage.

6L The Guide might be more useful to new administrators. Sorry - I just don't see it as something I would use.

6M Until we have utilized the suggestions I would find it very difficult to respond. It appears to me that your guide will provide a much-needed service to the LVA. Congratulations on a job well done!

6N -

BIBLIOGRAPHY

Ahmann, J. S. Needs assessment for program planning in vocational education. Information Series No. 154. Columbus, OH: The Ohio State University, 1979 (ERIC Document Reproduction Service No. ED 173 544).

American Vocational Association. Vocational-technical terminology. Washington, DC: American Vocational Association, 1971.

Anderson, S. B., and Ball, S. The profession and practice of program evaluation. San Francisco: Jossey-Bass, 1978.

Arkansas Department of Education. Planning vocational education. Little Rock, AR: 1976.

Atteberry, J. W.; Miller, W. R.; and Pershing, J. A. Improving vocational education planning: More myth than reality? Final report. Columbia, MO: Department of Practical Arts and Vocational-Technical Education, University of Missouri-Columbia, March 1977.

Barr, A. J.; Goodnight, J. H.; Sall, J. P.; and Helwig, J. T. SAS. Raleigh, NC: SAS Institute Inc., 1976.

Borgen, J. A., and Davis, D. E. Planning, implementing and evaluating career programs. Illinois Division of Vocational and Technical Education, 1974.

Bowdoin, P. An assessment of the educational and experience qualifications of administrative and supervisory personnel for vocational industrial education in Florida. (Doctoral dissertation, The Florida State University, 1966). Dissertation Abstracts International, 1966, 27, 979A. (University Microfilms No. 66-9061).

Bregman, R. A model for planning vocational education at the local level. Information Series No. 153. Columbus, OH: The Ohio State University, 1979 (ERIC Document Reproduction Service No. ED 173 543).

Chirokos, T. N., and Wheeler, A. C. Concepts and techniques of educational planning. Review of Educational Research, June 1968.

Colorado State Board. Colorado vocational education needs assessment manual. Ft. Collins, CO: 1979.

Coster, J. The role of evaluation in the decision-making process. Raleigh, NC: Center for Occupational Education, North Carolina State University, 1969.

Department of Education. Policy and procedures manual. Charleston, WV: Bureau of Vocational, Technical and Adult Education, 1978.

Division of Vocational Education. Instructions for completing the vocational education LEAP planning forms. Columbus, OH: State Department of Education, undated.

Edmunds, N. A. The qualifications and professional responsibilities of vocational directors at the local district level in the state of Utah. Utah Research Coordinating Unit for Vocational and Technical Education, Office of the State Superintendent of Public Instruction, 1967.

Elias, J. E.; Dyrenfurth, M. J.; Dean, E. D.; and Dunlap, W. S. Program evaluation project--administrators handbook. Columbia, MO: University of Missouri-Columbia, 1980.

Florida Department of Education. The vocational education planning process. Tallahassee, FL: 1980.

Hawaii Department of Education. Introduction to vocations program handbook vocational-technical education. 1978.

Holcomb, R. E. California guidelines for establishing, modifying and terminating occupational programs. Guidelines for occupational program planning, A handbook. 1977.

Kansas State Department of Education. Vocational education handbook. Topeka, KS: 1978.

Kaufman, R. A. A possible taxonomy of needs assessments. Educational technology, November 1977, 60-65.

Kaufman, R. A. Educational system planning. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972.

Kerlinger, F. N. Foundations of behavioral research. New York: Holt, Rinehart and Winston, 1973.

Kerlinger, F. N., and Pedhazar, E. J. Multiple regression in behavioral science. New York: Holt, Rinehart and Winston, 1973.

Kingsley, J. F. Presentation to Virginia Local Directors of Vocational Education, Richmond, Virginia, October 1975.

Lamar, C. S. (ed.). Comprehensive planning for vocational education: A guide for administrators. Arlington, VA: American Vocational Association, 1975.

Lawrence, J. State vocational education planning, an assessment of issues and problems. Raleigh, NC: School of Education, North Carolina State University, 1974.

Lee, A. M. Use of evaluative data by vocational educators. Northern Arizona University, 1979.

McFarland, D. E. Management: Principles and practice (4th ed.). New York: Macmillan Co., 1974.

Manpower and Vocational Education Weekly. September 4, 1980, p. 1.

Miner, J. B. The management process theory, research, and practice. New York: Macmillan Co., 1973.

Missouri Department of Elementary and Secondary Education. Missouri vocational education data systems report. Jefferson City, MO: Missouri Department of Elementary and Secondary Education, Division of Career and Adult Education, 1980.

Montello, P. A., and Wimberly, C. A. Management systems in education. Lincoln, NE: Professional Educators, 1975.

Morphet, E. L.; Jesser, D. L.; and Ludka, A. P. Comprehensive statewide planning: The promise and the reality. In the Potential of Education Futures (Michael Marien and Warren L. Ziegler, eds.). Worthington, OH: Charles A. Jones Publishing Co., 1972.

National Institute of Education. The vocational education study: The interim report. Vocational Education Study Publication No. 3. The National Institute of Education, United States Department of Education, Washington, D. C., September 1980.

Nie, N. H.; Hull, C. H.; Jenkins, J. G.; Steinbrenner, K.; and Brent, D. H. SPSS (2nd ed.). St. Louis, MO: McGraw-Hill, 1975.

North Dakota State Board for Vocational Education. Handbook for vocational planners. Undated.

Norton, R. E. Appraise the personnel development needs of vocational teachers.

Norton, R. E. et al. Develop local plans for vocational education: Parts I and II. Competency Based Vocational Education Administors Module. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977 (ERIC Document Reproduction Service No. ED 164 753).

Norton, R. E. Establish a student placement service and coordinate follow-up studies. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

Norton, R. E. Organize and work with a local vocational education advisory council. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

Norton, R. E. Supervise vocational education personnel. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

Nunnally, J. C. Psychometric theory. New York: McGraw-Hill Book Co., Inc., 1967.

Polk, H. J. Characteristics of directors of vocational-technical schools. (Doctoral dissertation, University of Missouri-Columbia, 1970). Dissertation Abstracts International, 1970, 30, 4347A. (University Microfilms No. 70-6624).

Popham, W. J. Educational evaluation. Englewood Cliffs, NJ: Prentice-Hall, 1975.

Report to the Congress. Office of Education, Department of Health, Education and Welfare. What is the role of federal assistance for vocational education?, by the Comptroller General of the United States. B-164031(1) Washington, DC: United States General Accounting Office, 1974.

Ricks, B. R. Identification and analysis of critical problems in local planning for vocational education in Virginia. (Doctoral dissertation, Virginia Polytechnic Institute and State University, 1976). Dissertation Abstracts International, 1976, 37, 1924A. (University Microfilms No. 76-23,233).

Robertson, J. M. Utilizing manpower and follow-up data: A perspective for local vocational education planning. Athens, GA: University of Georgia, 1973.

Shaw, M. E., and Wright, J. M. Scales for measurement of attitudes. New York: McGraw-Hill Book Co., Inc., 1967.

Sireno, P. J. The role of the local vocational education director in the area vocational schools in Missouri. (Doctoral dissertation, University of Missouri-Columbia, 1974). Dissertation Abstracts International, 1974, 35, 6411A. (University Microfilms No. 74-18,644).

State Board for Community Colleges and Occupational Education. Vocational administrators handbook. Denver, Colorado.

Texas Education Agency. Guide for planning vocational programs in local education agencies. Austin, TX, 1977.

Thompson, S. Planning by administrative district. Oregon, 1976.

Tontz, L. E. A survey of planning resources available to local administrators in planning for vocational education programs. (Doctoral dissertation, Oklahoma State University, 1976). Dissertation Abstracts International, 1976, 37, 5519A. (University Microfilms No. 77-5201).

Tuckman, B. W. Conducting educational research (2nd ed.). New York: Harcourt, Brace, Jovanovich, Inc., 1978.

U. S. Department of Commerce. Population census reports 1980. Washington, DC: U. S. Department of Commerce, Bureau of Census, 1981.

Van Ausdle, S. Comprehensive institutional planning in two-year colleges. Volume I, An overview and conceptual framework. Columbus, OH: The National Center for Research in Vocational Education, 1980.

Van Ausdle, S. Comprehensive institutional planning in two-year colleges. Volume II, A planning process and case study. Columbus, OH: The National Center for Research in Vocational Education, 1980.

Vivekananthan, P. S. The development of a research and development of a planning system in education. Raleigh, NC: Center for Occupational Education, North Carolina State University, 1971.

Washington State Department of Employment Security. Vocational education planning study for the Seattle-King County area. Seattle, WA: 1980.

Wisconsin System of Vocational, Technical and Adult Education. Manual of educational services policies and procedures. Madison, WI: 1980.

Witkin, B. R. Needs assessment kits, models and tools. Educational technology, November 1977, 6-17.

Wolyk, J. A comprehensive planning process for the state department of public instruction. Des Moines, IA: Department of Public Instruction, 1968.

Young, K. M. The relationship between selected personal and school division characteristics and the perceived need for assistance in educational planning of local school administrators in Virginia. (Doctoral dissertation, Virginia Polytechnic Institute and State University, 1973). Dissertation Abstracts International, 1973, 34, 5561A. (University Microfilms No. 74-7086).

Young, R. D.; Cline, W. V.; and Miles, B. E. Vocational education planning: Manpower, priorities, and dollars. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972.